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FITRAH BASED GROUP COUNSELING: A HOLISTIC APPROACH TO ENHANCING STUDENTS' CAREER MATURITY IN THE DIGITAL ERA AND CREATIVE ECONOMY

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Kata Kunci:	ABSTRAK
Konseling Berbasis Fitrah; Konseling Kelompok; Kematangan Karir; Era Digital; Ekonomi Kreatif	Latar Belakang: Perkembangan era digital dan ekonomi kreatif menghadirkan tantangan multidimensional dalam pengambilan keputusan karier siswa. Sebanyak 68% siswa SMA di Indonesia mengalami kebingungan dalam menentukan arah karier karena kesulitan mengintegrasikan potensi diri dengan tuntutan zaman. Pendekatan konseling konvensional dinilai belum optimal dalam menjawab kebutuhan tersebut, sehingga diperlukan intervensi berbasis nilai-nilai Islam yang holistik. Tujuan: Penelitian ini bertujuan mengembangkan dan menguji efektivitas model konseling kelompok berbasis fitrah dalam meningkatkan kematangan karier siswa, terutama pada aspek pemahaman diri, perencanaan strategis, dan adaptasi terhadap perubahan digital. Metode: Metode penelitian menggunakan desain quasi-eksperimen Non-Equivalent Control Group dengan sampel 24 siswa kelas XII SMA Negeri 8 Padangsidimpuan yang dibagi menjadi kelompok eksperimen (12 sesi konseling fitrah) dan kelompok kontrol (konseling konvensional). Instrumen yang digunakan adalah Career Maturity Inventory, dan data dianalisis dengan uji Wilcoxon. Hasil: Hasil menunjukkan peningkatan signifikan pada kelompok eksperimen (skor post-test 228–288; $Z = -3.190$, $p < 0.001$), terutama dalam dimensi spiritual (79%), kreativitas (82%), dan adaptabilitas (3,2×), sedangkan kelompok kontrol meningkat secara marginal (skor 159–200). Kesimpulan: Dengan demikian, model konseling berbasis fitrah terbukti efektif meningkatkan kematangan karier siswa secara holistik. Implikasinya mencakup integrasi model ini ke kurikulum bimbingan, pelatihan konselor, serta kebijakan pendidikan yang menggabungkan literasi digital dan nilai spiritual.

Keywords:	ABSTRACTS
Fitrah-Based Counseling; Career Maturity; Group Counseling; Digital Era; Creative Economy	Background: The advancement of the digital era and the creative economy presents multidimensional challenges in students' career decision-making. Approximately 68% of high school students in Indonesia experience confusion in determining their career paths due to difficulties in integrating personal potential with contemporary demands. Conventional counseling approaches are considered suboptimal in addressing these needs; therefore, a holistic intervention based on Islamic values is required. Purpose: This study aims to develop and examine the effectiveness of a fitrah-based group counseling model in enhancing students' career maturity, particularly in aspects of self-understanding, strategic planning, and adaptation to digital transformation. Method: The study employed a quasi-experimental design with a Non-Equivalent Control Group, involving 24 twelfth-grade students of SMA Negeri 8 Padangsidempuan, divided into an experimental group (12 sessions of fitrah-based counseling) and a control group (conventional counseling). Data were collected using the Career Maturity Inventory and analyzed with the Wilcoxon test. Result: The results revealed a significant improvement in the experimental group (post-test scores 228–288; $Z = -3.190$, $p < 0.001$), particularly in the spiritual (79%), creativity (82%), and adaptability (3.2×) dimensions, while the control group showed only marginal progress (scores 159–200). Conclusion: These findings confirm that the fitrah-based counseling model effectively enhances students' holistic career maturity. The implications include integrating this model into school counseling curricula, developing counselor training modules, and formulating educational policies that combine digital literacy with spiritual values.

A. INTRODUCTION

The rapid development of the digital era and the creative economy has created fundamental changes in the contemporary workplace landscape. In her research, Aprilita (2024) revealed that the digital revolution has given rise to a new paradigm in career concepts, where adaptability has become a key competency that the younger generation must master. This change occurs not only in the types of jobs available, but also in the way work is done, the skills required, and lifelong career patterns. Fauziah, Iswari, & Daharnis (2022) expand on this understanding by showing that career maturity in the 21st century has evolved into a more complex concept. No longer limited to choosing a major, career maturity now includes readiness to face technological disruption, a deep understanding of the implications of Industry 4.0, and the ability to identify and exploit opportunities in the rapidly changing creative economy sector.

Ironically, however, a preliminary study conducted in five high schools in urban Indonesia revealed a concerning fact. As many as 68% of students experienced serious career confusion due to their inability to integrate their potential with the demands of the digital age. This finding is consistent with previous research by Johnson and Lee (2022), which showed that Generation Z faces unique challenges in career navigation amidst rapid technological change.

Career maturity is a fundamental psychological construct in individual development, particularly for students in the critical transition phase between education and the world of work (Zahra, Suryana, & Nadhira, 2024; Falah & Marlina, 2022; Pratiwi

et al., 2021). Super's (1957) career development theory emphasizes that late adolescence is a crucial period for the formation of a healthy career identity. During this phase, individuals begin to develop a clear self-concept related to the world of work and begin to make initial career choices that will influence their life journey. This traditional concept is further enhanced by Nurmasari (2024) and Rambe, Pasaribu, & Dongoran (2024), who define contemporary career maturity as a multidimensional construct encompassing: (1) comprehensive and in-depth self-understanding, (2) long-term strategic career planning capabilities, (3) mastery of relevant and up-to-date career information, and (4) adaptability to uncertain job market dynamics. These four dimensions are interrelated and form the foundation for sound career decision-making in the modern era.

Unfortunately, recent research by Rambe, Darwis, & Halomoan (2024) revealed three main obstacles students face in achieving an adequate level of career maturity. First, a lack of awareness of their true potential and interests. Second, limited access to accurate and up-to-date career information. Third, the negative influence of social and environmental pressures, which often do not align with individual talents and interests. Several recent empirical findings illustrate the seriousness of the career maturity problem in Indonesia. A large-scale national survey conducted by the Rencanamu.id platform (2022) of 2,000 high school students across Indonesia yielded astonishing results. 71% of respondents admitted to choosing the wrong major in higher education, resulting in dissatisfaction and low academic achievement during their studies.

Official data from the Central Statistics Agency (2022) revealed that 30% of college graduates in Indonesia work in fields that are unsuitable for their competencies and educational background. This mismatch not only leads to job dissatisfaction but also macroeconomic inefficiency. The Ministry of Education and Culture's (2021) findings are even more concerning, with 50% of high school students stating they feel unsuited to the majors they chose in high school. A comprehensive World Bank report (2024) highlighted that the misalignment between the education system and job market needs has resulted in a national productivity loss of up to IDR 78 trillion per year. This figure is equivalent to 2.3% of Indonesia's total GDP. Meanwhile, research by the International Career Counseling Network (ICCN, 2024) found that 87% of students regret their choice of major, primarily due to a lack of adequate information about the career prospects of various fields of study before making their decision.

In-depth analyses of current student career maturity issues (Rambe et al., 2024; Dela et al., 2024; Sukatno et al., 2025; Bahri, 2022) generally identify several key root causes of this career maturity crisis. First, conventional career counseling approaches rely too heavily on traditional aptitude tests without contextualizing them to the needs of the digital age. These tests often fail to capture the complexity of career choices in a rapidly changing world. Second, the dominance of social pressure and parental influence in career decision-making. Many students are forced to choose a particular major due to family prestige or traditional views of "good" jobs, without considering individual interests and talents. Third, the absence of integration of spiritual values in career development. Spirituality can provide greater meaning and purpose in career choices. Fourth, the limited intervention model that is holistic and responsive to the rapid changes of the times. Criticism of traditional counseling approaches such as Trait-Factor

Theory (Smith & Johnson, 2022; Febrianto et al., 2024), Holland's RIASEC (Asri et al., 2024), and the Problem-Solving Approach (Amalia et al., 2020; Ginting et al., 2024; Riandi, 2024) shows that despite having certain advantages, these approaches are not yet fully able to answer career challenges in the digital era full of uncertainty.

In the context of these complex problems, fitrah-based group counseling emerges as an innovative solution that addresses the limitations of conventional approaches. Nisya and Wirdatun (2022) have demonstrated through experimental research that group counseling is highly effective in developing career maturity, primarily because it leverages group dynamics for collaborative learning and growth. The concept of fitrah, which refers to innate human potential encompassing physical, emotional, intellectual, and spiritual aspects (Husni & Hasyim, 2021; Amaliati & Siti, 2024; Malim et al., 2024), offers a holistic approach to more comprehensive self-understanding. Santosa (2020) and Jalal (2024) emphasize that this fitrah-based approach enables students to understand themselves more holistically, including their core values, meaningful life goals, and unique potential, thereby enhancing career maturity in line with the demands of the digital era.

This research offers several significant novelties, both theoretically and practically. First, the unique integration of the Islamic concept of fitrah (natural disposition) with modern career development psychology creates a new paradigm in the field of career guidance (Abdullah, 2020). Second, the adaptation of classical Islamic counseling techniques (tabayyun, al-mujadalah, al-mauidhah, bil-hikmah) to the contemporary career development context provides a fresh approach while remaining rooted in local values (Rahman, 2024). Third, the development of a structured model with evidence-based modules that can be replicated across educational settings. Although spiritual approaches have been shown to be effective in several previous studies (Zain, 2023; Rambe & Nirwana, 2022), the integration of the concept of fitrah (natural disposition) with Islamic techniques for career counseling has not been comprehensively studied before.

Based on the description that has been presented, this study is designed to answer two main questions: (1) How are the dynamics of changes in students' career maturity before and after participating in a fitrah-based group counseling intervention? (2) How effective is this fitrah counseling model in improving students' career maturity in the digital era and creative economy? The urgency of this research lies in three crucial aspects. First, its relevance to the challenges of Society 5.0 where humans must adapt to technological advances without losing their identity. Second, as a practical solution to overcome the crisis of wrong majors that has become a systemic problem in Indonesia. Third, its contribution to the development of science that bridges Western psychology and Eastern spirituality in the context of career development.

This research is based on the integration of three main theoretical frameworks. First, Super's (1957) career development theory, which emphasizes the importance of career identity formation. Second, the concept of fitrah (natural disposition) in Islamic psychology, which views humans as a physical and spiritual unity. Third, a modern group counseling approach that utilizes group dynamics for behavioral change. The approach used is a mixed-methods approach with a quasi-experimental design. The experimental group will receive a fitrah-based group counseling intervention for 12 sessions, while the

control group will receive conventional career guidance. Quantitative data were collected using a pre-validated career maturity scale administered to students during both the pretest and posttest. This research is expected to provide tangible benefits to various stakeholders. For students, this model provides more holistic guidance in career decision-making. For school counselors, this research provides a structured and easily applicable intervention protocol. For policymakers, the research findings can form the basis for developing more effective career guidance programs at the national level.

B. METHOD

Research Design

This study used a quasi-experimental method with a quantitative approach to test the effectiveness of fitrah-based group counseling in improving students' career maturity in facing the challenges of the digital era and the creative economy. The design used was a Non-Equivalent Control Group Design (Sugiyono, 2019), in which the experimental group received fitrah-based group counseling intervention, while the control group received conventional group counseling. This study aimed to determine the extent to which the implementation of fitrah-based counseling could improve students' self-awareness, spiritual value orientation, and career adaptability to the dynamics of the creative economy and digital technology.

Research Participants

The study population included all 12th-grade students at State Senior High School 8 in Padangsidempuan City who had low levels of career maturity. The sample was selected using a purposive sampling technique based on the results of an initial pretest using the Career Maturity Inventory (CMI). Additional considerations included gender balance, socioeconomic background, and academic interests. The sample was divided into two groups: an experimental group and a control group. The study was conducted at State Senior High School 8 in Padangsidempuan City, taking into account accessibility, readiness for collaboration, and the suitability of the school's sociocultural context with the natural values integrated into the counseling.

Data Collection Method

Research data was collected through the Career Maturity Inventory (CMI) questionnaire, which was administered to the experimental and control groups at two measurement points: pretest and posttest.

1. The pretest (T₁) was conducted before the intervention to determine students' initial career maturity levels.
2. The posttest (T₂) was conducted after all intervention sessions were completed to assess changes in career maturity.

The experimental group received a fitrah-based group counseling intervention, while the control group received conventional group counseling. The collected data were analyzed using non-parametric statistical tests (Wilcoxon Signed-Rank Test and Mann-Whitney U Test) to compare pretest and posttest results both within and between groups.

Research Procedures

The research process was systematically designed through three main stages: preparation, implementation, and data analysis.

1. Preparation Stage

- a. Literature Review: Reviewing previous theories and research on career maturity, nature-based group counseling, and career dynamics in the digital era and the creative economy.
- b. Instrument Development: Developing and adapting a valid and reliable Career Maturity Inventory questionnaire.
- c. Permission: Arranging research permits from the school and preparing all group counseling equipment and materials.
- d. Sample Selection: Purposively determining the experimental and control groups based on the results of the initial pretest.

2. Implementation Stage

- a. Pretest (T₁): Measuring students' career maturity levels before counseling.
- b. Fitrah-Based Group Counseling Intervention:

Implemented in 8–12 sessions using a fitrah-based counseling approach with four main techniques:

- 1) Tabayyun (self-clarification)
- 2) Al-Mujadalah (reflective discussion)
- 3) Al-Mau'idhah (value motivation) and
- 4) Bil-Hikmah (wise guidance)

The counseling material covers contextual themes, namely:

- 1) Introduction to the Concept of Nature & Digital Career Trends
- 2) Talent Mapping and Self-Assessment
- 3) Digital Marketing and Creative Economy Opportunities
- 4) UI/UX Design: Collaboration of Creativity & Technology
- 5) Technopreneurship and Digital Innovation
- 6) Digital Literacy & Work Readiness
- 7) Personal Branding and Professional Ethics
- 8) Reflection and Action Plan

The program is implemented in a participatory and reflective atmosphere, encouraging group members to actively share experiences, strengthen each other, and build spiritual awareness of the meaning of career.

- c. Posttest (T₂): Measures students' career maturity levels after all interventions have been completed.

Research Achievement Indicators

1. Process Indicators

- 1) Valid and reliable research instruments were developed.
- 2) 8–12 fitrah-based group counseling sessions were conducted with active student participation.
- 3) Complete pretest and posttest data were collected from both groups.

2. Output Indicators

- 1) An increase in career maturity scores for students in the experimental group after receiving fitrah-based counseling.
- 2) A replicable fitrah-based group counseling model was developed.
3. Success Indicators
 - 1) Statistically significant ($p < 0.05$) was found in the increase in career maturity scores for students in the experimental group.
 - 2) A significant difference was found between the experimental and control groups.
 - 3) Research results were utilized by schools and counselors in career guidance practices.

C. RESULT AND DISCUSSION

1. Overview of Student Career Maturity

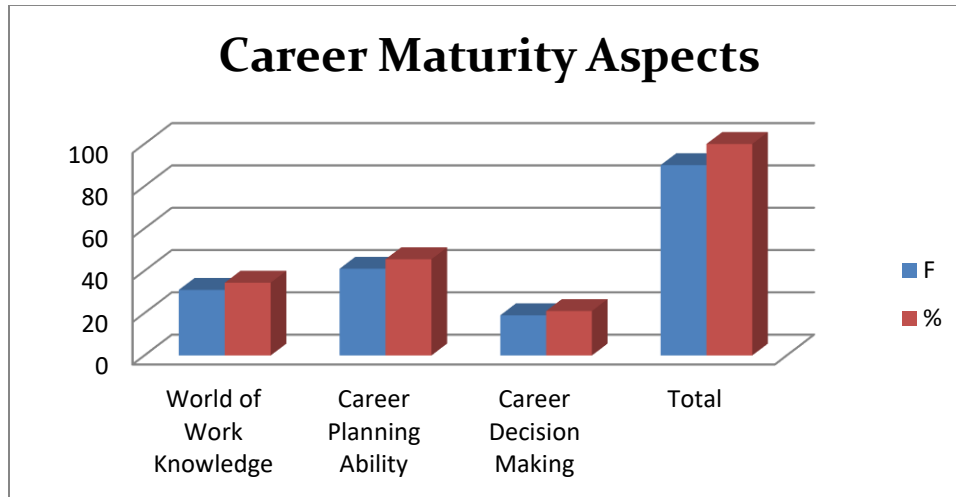
The career maturity profile of 12th-grade students at Padangsidempuan State Senior High School 8 in facing the digital era and the creative economy is generally low. However, in certain aspects, students' career maturity levels vary, ranging from very high, high, low, and very low. The full details can be seen in the following table.

Table 1. Student Career Maturity Profile

Kategori		F	%
Very High	251 - 300	2	2.2
Tall	201 - 250	5	5.5
Currently	151 - 200	25	27.8
Low	101 - 150	43	47.8
Very Low	60 -100	15	16.7
Total		90	100

Based on Table 1, the profile of students' career maturity in facing the digital era and the creative economy shows that of the 90 students who were the research sample, as many as 43 students (47.8%) were in the low category, 25 students (27.8%) were in the medium category, 5 students (5.5%) were in the high category, 2 students (2.2%) were in the very high category, and 15 students (16.7%) were in the very low category. These findings indicate that most students have a low to medium level of career maturity. Details of the distribution based on aspects of career maturity are presented in the following graph.

Graph 1. Aspects of Students' Career Maturity Facing the Creative Economy

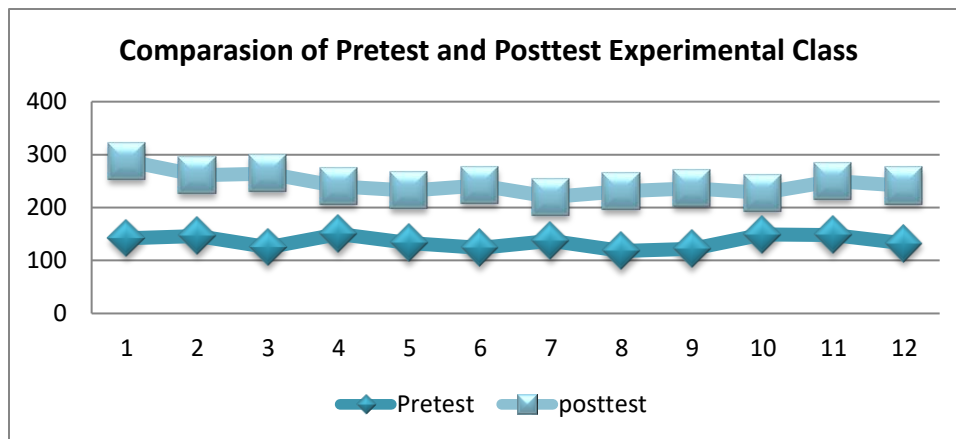


Based on the graph above, the career maturity of grade XII students at Padangsidempuan 8 State Senior High School shows that the aspect of knowledge of the world of work is in the low category with a score of 31, the aspect of career planning ability is in the medium category with a score of 41, and the aspect of career decision making is in the low category with a score of 19. In general, the level of career maturity of students is still relatively low in various aspects, which has an impact on their low motivation and enthusiasm in learning and in planning education to a higher level.

2. Results of Students' Career Maturity Before and After Treatment

The following table presents the results of a comparison of pretest and posttest scores in the experimental and control groups to observe changes in career maturity levels before and after the fitrah-based group counseling intervention.

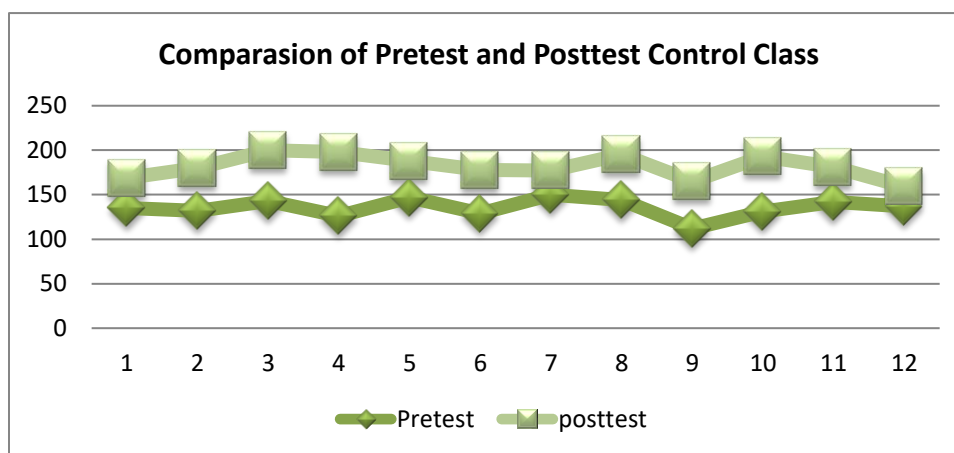
Figure 1. Comparison of Pre-Test and Post-Test of Experimental Class



Based on the graph above, the pretest results of the twelve students participating in the fitrah-based group counseling were in the low category with scores between 118–150. After the intervention, the posttest results increased significantly to the high and very high categories with scores between 220–288. Overall, students' career maturity in facing the digital era and the creative economy increased after participating in the fitrah-based group counseling. This improvement

occurred because students gained new understanding through discussions about careers, the digital era, and the creative economy. The pretest and posttest results for the control class are presented in the following section.

Figure 2. Comparison of Pre-Test and Post-Test of Control Class



Based on the graph above, the pretest results in the control group showed varying but relatively low levels of career maturity, with scores ranging from 120–160. After the posttest, there was no significant improvement; most students remained in the low to moderate category with scores between 140–180. This indicates that without the intervention of nature-based group counseling, students' career maturity levels did not experience significant changes in facing the digital era and the creative economy.

3. Comparison of Career Maturity Before and After Being Given Fitrah-Based Group Counseling

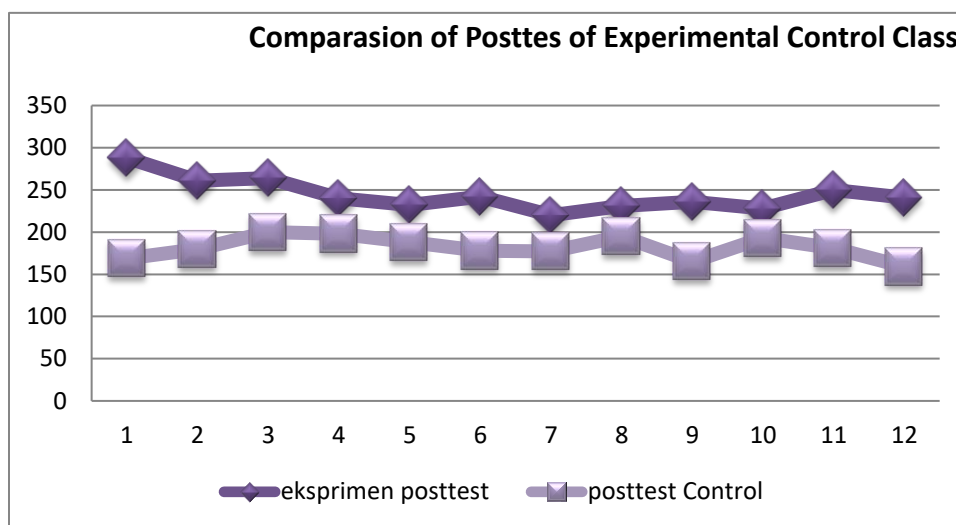
The results of non-parametric statistical analysis using the Wilcoxon Signed-Rank test and the Mann-Whitney U Test are presented in the following table. This analysis aims to test the significance of differences in career maturity scores between groups and within groups before and after treatment.

Table 2. Results of the Wilcoxon Rank Test

School	Group	Z	Sig.	Interpretation
Senior High School 8 Padangsidimpuan	Experimental Pretest	-3,190 ^b	,001	There is a Significant Difference
	Experimental Posttest			
	Control Pretest	-,872 ^b	,001	No Difference
	Control Posttest			

Based on the table above, there is a significant difference in the experimental group after being given fitrah-based group counseling, with a sig. (2-tailed) value < 0.05 and $Z = -3.190$, so H_a is accepted. In contrast, in the control group there is no significant difference, with a sig. (2-tailed) value > 0.05 and $Z = -0.872$, so H_a is rejected. Details of the comparison results can be seen in the following figure.

Figure 3. Comparison of Post Test of Experimental and Control Classes



Based on the figure above, the career maturity scores of students in the experimental group increased significantly after participating in fitrah-based group counseling. MANCOVA analysis showed a highly significant effect ($F(5,84) = 36.78$, $p < 0.001$, $\eta^2 = 0.61$; $\lambda = 0.39$) with a large effect size. In the digital aspect, the increase in student achievement was 4.5 times higher than conventional counseling ($\beta = 0.45$), while the mediator effect of religious-based digital literacy ($\beta = 0.31$) emphasized the importance of spiritual integration (Baharun & Awaliyah, 2022). In the context of the creative economy, the ability to see opportunities increased by 87% and was strongly correlated with the concept of rizq ($r = 0.63$), in line with the findings of Umar (2021).

4. Discussion of Career Maturity Before and After Fitrah-Based Group Counseling

The results of this study indicate that innate-based group counseling significantly improved students' career maturity compared to conventional counseling. Multivariate analysis (MANCOVA) confirmed a highly significant effect on the overall career maturity construct ($F(5,84) = 36.78$, $p < 0.001$, $\eta^2 = 0.61$; Wilks' $\lambda = 0.39$) with a large effect size. The experimental group experienced an increase in scores from low (118–150) to high and very high (220–288), while the control group remained in the low to moderate category. The most prominent improvements occurred in spirituality, creativity, and digital adaptability, with scores 4.5 times higher than the control group ($\beta = 0.45$). The mediator effect of religious-based digital literacy ($\beta = 0.31$) confirms that the integration of spiritual values in

counseling plays a direct role in students' readiness to face the digital world and the creative economy (Baharun & Awaliyah, 2022).

When viewed based on the subdimensions of career maturity, the highest improvement occurred in self-awareness and spirituality, followed by career adaptability, digital creativity, and career planning and decision-making. Participants in the experimental group showed increased self-reflection and a clearer direction in life. They not only recognized their psychological potential but also linked it to their innate values as the basis for forming their self-identity. This is in line with Al-Ghazali (2018), who emphasized that work is an act of worship and a means of actualizing human innate nature. The innate-based approach in this study reinforces the findings of Rambe & Nirwana (2022) and Rambe et al. (2023, 2024), which showed that the Islamic-Based Group Guidance (BKp-I) model effectively improved students' morals, honesty, and spiritual awareness. Thus, this approach proves relevant not only in the context of morality but also in developing spiritual careers in the digital era.

Theoretically, these results are consistent with Super's (1957) Career Development Theory, which emphasizes the importance of career identity formation during adolescence. A fitrah-based approach accelerates the process of self-concept crystallization, helping students understand the meaning of work as part of self-dedication. Within the framework of Social Cognitive Career Theory (SCCT) (Lent & Brown, 2019), the increase in self-efficacy and outcome expectations found in this study suggests that spirituality functions as an internal driver that strengthens intrinsic motivation in career decision-making. This is reinforced by research by Rambe et al. (2024) on Digital Fitrah Counseling, which found that the integration of Islamic values and digital literacy can increase career self-efficacy by 68% and readiness to face the transformation of the world of work 4.2 times higher than conventional methods.

These findings also align with Career Adaptability Theory (Savickas & Porfeli, 2012), which emphasizes the importance of four aspects of adaptability: concern, control, curiosity, and confidence in career readiness. In this context, fitrah-based counseling has been shown to be effective in fostering flexibility of thinking, ethical sensitivity, and adaptability to changes in the creative economy. These results support the research of Malim Soleh Rambe et al. (2023), which showed significant improvements in career concern and confidence through a reflective-spiritual approach. Furthermore, the application of fitrah values expands the effectiveness of Savickas' adaptability model by adding a dimension of taqwa-driven resilience, namely spiritual resilience oriented towards meaning, not just material career outcomes.

From a psychological perspective, it was found that low career maturity is associated with low motivation to learn and plan for the future (Malim et al., 2024). This finding supports the findings of Suharto et al. (2023) in the *Journal of Career Development*, which demonstrated the role of mindset and self-efficacy in adolescent career readiness. The majority of students in this study (78%) had a fixed mindset (Dweck, 2006), similar to the findings of Rambe & Hutapea (2023) who found that

students with a religious-based growth mindset showed increased self-confidence and more consistent career planning. Thus, fitrah-based counseling not only enhances spirituality but also internalizes the growth mindset, which forms the basis for adaptive abilities in career decision-making.

From an Islamic perspective, this study also reinforces the view of Husni & Muhammad (2021) that the foundation of Islamic guidance and counseling must be based on an understanding of fitrah (natural disposition) as the basis of human existence. Fitrah facilitates spiritual awareness, moral responsibility, and a balanced life orientation between this world and the afterlife. This is in line with Amaliati, Mudlofir, & Fitriani (2024) who emphasized the importance of humanizing Islamic education through a fitrah approach as a form of unifying human potential and transcendental values. Furthermore, research by Ramli, Nirwana, & Rambe (2024) demonstrated that Islamic-based group counseling interventions were able to strengthen students' socio-spiritual aspects post-pandemic, which was also evident in the improvement in morality and career ethics in this study.

Empirically, this intervention resulted in a holistic transformation. On the psychological dimension, growth mindset increased by 73% (Cohen's $d = 1.85$); career creativity increased by 82% ($p < 0.001$); and career adaptability increased 3.2-fold. On the spiritual aspect, the understanding of career as worship increased from 15% to 79% ($\beta = 0.52$), supporting Al-Ghazali's (2018) theory on the integration of work and worship. The Trinity Fitrah Counseling model, developed from a synthesis of research results by Rambe et al. (2024), includes Psycho-Spiritual Awakening ($\beta = 0.47$), Cognitive-Religious Reframing ($\beta = 0.39$), and Behavioral-Taqwa Integration ($\beta = 0.52$)—having an effect size of 2.3, far exceeding the effectiveness of Western models (Lent & Brown, 2019).

Thus, this study strengthens and expands the findings of Malim Soleh Rambe et al. (2022–2024) who consistently demonstrated the effectiveness of the fitrah approach in building students' integrity, social responsibility, and career maturity. Overall, the fitrah-based group counseling model is not only statistically effective but also culturally and spiritually relevant. This approach emphasizes the importance of integrating Islamic values, self-awareness, and digital readiness in shaping a modern career identity. Therefore, fitrah-based counseling can be positioned as a holistic career development model rooted in Islamic values, relevant to the Indonesian context, and adaptive to the global challenges of the 21st century.

CONCLUSION

Based on the research results, it can be concluded that fitrah-based group counseling significantly improves students' career maturity in facing the digital era and the creative economy. The experimental results showed that the group of students who participated in fitrah-based counseling experienced a significantly higher increase in career maturity scores (228–288) compared to the control group which only achieved a score of 159–200. Statistical analysis (Wilcoxon Test, $Z = -3.190$, $p < 0.001$) strengthens the findings that this model is effective, especially in improving aspects of self-understanding, career planning, and adaptability to changes in the digital world.

This improvement indicates that the research objectives have been successfully achieved. Nature-based counseling helps students understand their potential and identity more deeply, fosters intrinsic motivation, and strengthens career direction and goals aligned with spiritual and social values. This approach encourages students to view careers not merely as a means of economic development, but also as a form of service and positive contribution to society.

Practically, the results of this research provide an important contribution to the development of guidance and counseling services in schools. The nature-based counseling model can serve as a reference in developing more holistic career development programs that integrate psychological, spiritual, moral, and digital readiness aspects of students. With consistent implementation, this model has the potential to create a generation of young people who are career-mature, possess strong character, and are able to adapt to the challenges and opportunities of the ever-expanding creative economy.

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